

City of Seattle Office for Education
Families and Education Levy

**Round #2: School Innovation and Linkage
Post-Information Session Questions and Answers**

Updated: January 7, 2013

GENERAL:

- 1. I heard that the district will not be administering MAP next year. Is the City negotiating for Levy schools to continue MAP testing in SY2013-14 or will Levy school be required to take a different assessment?**

A: All Levy-funded schools should be prepared to administer MAP in fall 2013 and spring 2014. The City and district are in frequent communication regarding assessments and will notify schools if any assessment changes are enacted. The City understands that the district may cease to administer MAP in future years, at which point it is likely that a different assessment will be used as an indicator to measure Levy students' academic progress.

- 2. Our school would like to continue some evaluation strategies we have implemented in coordination with our research team. May we use Levy funding to help pay to implement these strategies?**

A: If the organization was approved through the Office for Education's Request for Qualification (RFQ) process, then you may use Levy funding in excess of \$5,000 to help implement your evaluation strategies. If the organization was NOT approved through the RFQ process, then you may only allocate \$5,000 or less in Levy funding to the organization. If you elect to fund the evaluation strategies, please 1) provide a brief description of line-item expenditures in your Annotated Budget and 2) provide an explanation in your Work Plan Summaries of how these evaluation strategies connect to your overall efforts to achieve your outcomes and indicators.

Please note that if the provider has not been approved through the first RFQ process or did not submit an application during the second RFQ cycle, you may have the provider submit an RFQ with your school's RFI submission due January 14, 2013. There are three RFQ categories: College and Career Readiness; Social, Emotional, Behavioral and Family Support; and Expanded Learning Opportunities. Please have the provider email Isabel.Munoz-Colon@seattle.gov (Elementary RFI) or Kathryn.Aisenberg@seattle.gov (Middle and High School RFIs) to access the appropriate RFQ form. OFE will review the provider's submitted RFQ when we review your school's RFI in January 2013. If your school is selected to receive Levy funding, but the RFQ for your provider is not approved, then we will ask your school to submit a revised annotated budget.

- 3. Do we need to deduct district indirect from our performance payment budget in Attachment 10: Annotated Budget?**

A: No. For the purposes of the RFI Attachment 10: Annotated Budget, please provide a brief description of how you anticipate spending the performance payment amount that automatically populates in the budget template. The performance payment total that populates in the Attachment 10: Annotated Budget template does not include indirect costs; however, district indirect costs will be applied to your actual performance pay if you are awarded Levy funds. The purpose of the performance payment section in the RFI is to provide reviewers with a sense for how you would allocate performance payments. Reviewers understand that the

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actual amount of performance payment available and use of funds may differ from the submitted RFI Annotated Budget.

- 4. The RFI requires 1" margins, but the RFI template has top and bottom margins that are less than 1". Should we change the template margins to 1" for top and bottom, or just use the template the way it is?**

A: Please feel free to use the template provided.

- 5. The RFI requires a 12-point font. The RFI itself is written in Arial-12. Are we required to use Arial-12, or can we use Times New Roman-12?**

A: You may use any font desired. Times New Roman is perfectly acceptable.

- 6. Do you want us to include contracts for agency personnel costs (for example counseling services provided by a CBO, or family outreach services supported by a CBO), under the personnel or non-personnel portion of the budget?**

A: You will include the cost of personnel from a CBO contract in non-personnel portion of the budget.

- 7. Are we allowed to ask for laptops or computers if they will help us reach our ultimate goal?**

A: Yes. Schools may allocate funds to purchasing laptops or computers if doing so will help them achieve their academic outcomes. Schools should note in their Annotated Budget how these purchases connect to the proposed Levy strategies.

- 8. May we use Levy funds to pay for online math programs?**

A: Yes. Schools may allocate funds to purchase online math programs. Please discuss in your RFI how the online program will connect to your proposed Levy strategies as well as provide a rationale for why you believe a specific math program will help you achieve your academic outcomes.

- 9. Can our school get a copy of the data report from the first round of Innovation School RFIs even if we didn't apply in the first round?**

A: If a school did not ask for a report in the first round, there is not one available to distribute.

- 10. Can our school get a copy of the data report from the first round of Innovation School RFIs even if we didn't apply in the first round?**

A: OFE prepares data reports for schools who request them. If a school did not request a report during round #1 (spring 2012), then we do not have a report to distribute. Schools applying during the current round of investment may request a round #2 data report. OFE will accept round #2 data requests through January 7, 2013.

ELEMENTARY SCHOOLS:

- 11. How are students who qualify in both Special Ed and ELL counted in the Elementary Data Report? Do they show up in both categories (counted twice)?**

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A: No. The first portion of the table is Non-ELL Special Ed students and the second portion of the table is ELL Special Ed students. The ELL students are not counted twice.

12. Is ELL count based on eligible served or does it count waived students? Could you confirm that, please?

A: The ELL count is only eligible served.

13. In the Elementary Data Report, is Equally English Proficient ELL the same as a Transitional ELL who has tested out of services on the WELPA? What does Equally English Proficient mean?

A: The category "Equally English Proficient" does not mean that a student was once in the Transitional ELL program and has transitioned out. The District's definition of "Equally English Proficient" is unclear. For the purposes of your data analysis, use the column labeled "ENGLISH_PROFICIENCY_DESCR" to identify those students who are currently in the program and receiving services. They will be labeled "LEP Eligible and Receiving Services."

14. What does Equally English Proficient mean?

A: The District's definition of "Equally English Proficient" is unclear.

15. Some of the exact same strategies in the PreK-3 Alignment and Collaboration Key Component could fit in both the Math and Reading Work Plan Summaries. Multiple Kindergarten transition activities, a week of JumpStart, and a Variety of Pre-K-3 alignment activities support both reading and math. Because of space limitations it doesn't make sense to put them in both places. So for those strategies in the reading work plan I wrote Refer to entries under Attachment 8A: MATH and/or SCIENCE WORK PLAN SUMMARY. A similar situation exists for the White Center Community Development Association Partnership information that I entered under ATTACHMENT 8D: ENGLISH LANGUAGE ACQUISITION WORK PLAN SUMMARY Because I detailed the information in Attachment 8D, under Attachments 8A and 8B I entered Please refer to the White Center Community Development Association Partnership information under Attachment 8D: English Language Acquisition Work Plan Summary. Is that acceptable?

A: Yes. You can describe the intervention once and then just cite it in other sections.

16. One of the Levy Indicators that I want to use because it addresses 3rd-5th grade students, states "3rd-5th grade students advancing from Level 1 to Level 2 or higher on one or more grade-level state tests (math and reading)." That matches well with a couple of our strategies, which targets 3rd-5th grades. We also had a significant number of low level 1's. However, there aren't 2nd grade state tests scored at a level 1 or level 2, so I'm not sure how we'd demonstrate that an individual third grader moved from level 1 to level 2 or 3? Please elaborate on how we would meet that indicator with 3rd grade students.

A: The MSP outcome for 3rd grade is listed on page 3 in the Key Terms section and in Attachment 8 on page 21 of the RFI. It reads: Schools improving the percentage of students meeting standard in 3rd grade math and/or reading".

17. I have a question about Indicators. The primary academic indicator available in Kindergarten is Kindergarten students meeting age-level expectation in each domain of WA KIDS (GOLD). For specific interventions (e.g. Reading), can we measure just the Reading expectations in WAKIDS (GOLD), or is it all domains? In other words, does each domain mean "every domain" or does it mean "respective domains" for a specific intervention?

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A: For interventions in the Area of Concentration for Reading, schools can pull out the Literacy and Cognitive sections of the WaKIDS (GOLD) assessment to use as indicators.

HIGH SCHOOLS:

18. Should we assume that the second Levy High School Data Report sent on December 12, 2012 is the final update to the Levy School Report Data?

A: Yes.

19. For the data analysis, Attachment 3, Part II, question #1 asks for trends and measures in which students are improving or declining – which I assume means discussing multiple years of data (change over time). In providing the answer, should we be using the attached two years of data that OFE provided in the Levy High School Data Report or other sources of data that show a larger number of years?

A: OFE advises schools to please reference the Levy School Data Report our School Data Report as one data source to inform your analysis. We strongly encourage schools to consult their internal, school-based data as well as other data available from Seattle Public Schools (SPS) and the Office of Superintendent of Public Instruction (OSPI) when determining trends and identifying areas of strength/concern.

20. Regarding Attachment 3, Part II, Question #1, is the intent of the question to understand how the population of incoming 9th graders has changed over time – i.e. compare 2010-2011, 2011-2012, and 2012-2013 9th graders – with regard to the outcomes and indicators?

A: OFE encourages schools to evaluate the skill gaps and academic needs of incoming students as well as your demonstrated ability to address these student needs. Evaluating multiple years of data is a key component of determining trends and areas of focus.

21. The Summary of Work Plan Requirements table in the instructions for Attachment 8 indicates that for Outcomes and Indicators we should select 2-3 total measures, one for each Area of Concentration. However, the Work Plan example in Exhibit C shows 3 measures for the Area of Concentration. Can you clarify what you're looking for there?

A: Please include at least 5 total measures with at least one measure per area of concentration discussed. For example, if you are discussing Math, Reading, Passing Courses, and Attendance, please include at least one outcome OR indicator for each of those four areas. You may include more than 5 measures if desired. We included three measures in the example to show respondents potential variations of measures and focus groups. You may include anywhere from 1-3 measures per area of concentration.

22. Regarding Exhibit C: Work Plan Summary Example step 4/D, should we divide the number of students in the Levy focus population (C) by the total number of 6th – 8th graders enrolled in SY 2011-2012. 6th – to 8th graders? Wouldn't you just divide C by the total number of first-time 9th graders at your school?

A: Yes. "6th to 8th graders" is incorrect. The instructions for step 4 on page 43 have been amended on January 7, 2013 to read for (D) "Divide (C) by the total number of first-time 9th graders enrolled in SY 2011-12. Estimate numbers to the best of your ability." Note: Only South Lake should address ALL 9th graders due to their small population of first-time 9th graders.

23. Regarding Exhibit C: Work Plan Summary Example step 5/E and 6/F, are you looking for the number and percent of all first-time 9th graders who achieved the indicator?

A: No, not necessarily. (E) and (F) both refer to the Levy focus students you have identified in (B). The Levy focus students will likely be a subset of your first-time 9th graders (ex. first-time 9th graders who scored Level 1 or 2 on their 8th grade math MSP). There are areas, like attendance, in which perhaps all of your first time 9th graders are struggling to be present at school. In this case, your Levy focus population may be defined as ALL first-time 9th graders. (E) and (F) should describe of (C) - your baseline Levy focus students in SY 2011-12- how many achieved the outcome/indicator at the end of SY 2011-12?

24. Regarding Exhibit C: Work Plan Summary Example step 7/G and 8/H, are the number and % you're looking for number and % of Levy focus students or the number and % of all first-time 9th graders?

A: Columns (G) and (H) should pertain to the subpopulation or Levy focus population identified in column (B). Specifically, column (G) identifies the anticipated number of students, as defined by the description in column (B), that you anticipate serving in SY 2013-14. Column (H) says of these students in column (G), what percent do you anticipate will meet your outcome/indicator specified in column (A) at the end of SY 2013-14 if you are awarded Levy funds? Essentially, the purpose of these two columns is for schools to identify the target they are committed to achieving if awarded Levy funds. In order to do this, schools must first identify the specific students or "levy focus population" you will target for services in column (B), evaluate how this subpopulation has performed in the past in columns (C) - (F), and then use these baseline data to determine a reasonable target in columns (G) and (H) for SY 2013-14.

**Round #2: School Innovation and Linkage
Requests for Investments Information Sessions
Questions and Answers**

November 14 & 16, 2012

GENERAL:

1. The margins in Attachment 8: Work Plan Summaries are less than an inch. May we leave the margins as is or do they need to be adjusted?

A: The Attachment 8: Work Plan Summaries template margins do not need to be adjusted.

2. What do you mean by "capacity" questions in Attachment 6 on English Language Learner Overview?

A: We want to know if the principal and staff received appropriate training to work with English Language Learners. Also, we want schools to identify the kinds of supports teachers and other staff provide (e.g. manipulative) to ensure that ELL students still have access to rigorous content. If a school currently doesn't have capacity to work with ELLs, we want to know how the school plans to build capacity of the instructional staff working with ELLs.

3. When will we be notified of RFI award decisions?

A: Schools will be notified by March 15, 2012.

4. RFI states schools must select two outcomes, how many indicators are required?

A: There is no set number of required indicators a school must select. We recommend that you have more than four total measures (outcomes and indicators). For every Work Plan Summary, the maximum we request is three measures. Schools will need to select a combination of outcomes and indicators to complete the work plan summaries.

BUDGET/FUNDING:

5. Can you please clarify “average position cost” as referenced in Attachment 10: Annotated Budget?

A: Schools should budget using their best estimate for what the position will actually cost. Unlike Seattle Public Schools, OFE will not grant schools additional funds to cover the unforeseen cost of staff if the actual amount exceeds what was budgeted. Since the Levy awards are fixed annual investments, we recommend that schools budget at the high-end for a given position. Schools should work with their SPS budget analyst if they need help determining how much to budget for school staff.

6. Is it possible that some schools will be funded in the middle level of their eligible range?

A: Yes. Similar to last year, it is feasible that OFE will award schools an amount at the low, medium, or high end of their funding range.

7. If we are awarded the Elementary School Innovation funding, we should not make any assumptions that if we have been previously assigned a Family Support Worker (FSW) that we will continue to be allocated an FSW in 2013-14 school year? Also, we should not make the assumption that we will get our Family Support Worker even if we budget for one?

A: Correct. If you are awarded Levy funding, a Family Support Worker will not be automatically assigned to your school. Elementary Innovation Schools must purchase Family Support Worker services from the district. Therefore, schools wanting an FSW should include the staffing costs in their RFI budgets. In addition, there is no guarantee that you will keep your current Family Support Worker. Depending on the kind of work you will be assigning to your FSW, you may have the option of hiring your Family Support Worker as a Family Support Specialist. Make sure to check with your Human Resources analyst to see if this is an option for your school.

8. If we budget for a Family Support Worker and then receive one next year can we repurpose the money?

A: If you are funded through the Elementary School Innovation investment, you will not be awarded a Family Support Worker unless one was included in your budget.

9. By the time we invest in a Family Support Worker and a few of the elements our budget is spent. How do we prioritize expenditures so that we can fund the required strategies to have a complete RFI?

A: Based on the needs of your focus students, make sure to prioritize the strategies that are most likely to help you reach your outcomes/indicator targets. For example, if you are trying to improve math MAP scores for English language learners (ELLs) and your teachers lack training in working with ELLs, then there should be dollars allocated to professional development in your budget. That might be a higher priority than having an after-school program manager full-time at your school.

10. May Levy funds be used to fund transportation for students?

A: Schools may dedicate a portion of their Levy funds for student transportation if the school has exhausted other options for obtaining transportation services for students. In addition, student transportation services should not be such a significant portion of a school's budget that it diminishes the likelihood of achieving academic outcomes.

COMMUNITY-BASED ORGANIZATIONS:

11. What happens if we want to hire someone to provide professional development and the provider is not on the Request for Qualifications (RFQ) approved list?

A: If the provider has not been approved through the first RFQ process or did not submit an application during the second RFQ cycle, you can have the provider submit an RFQ with your school's RFI submission due January 14, 2013. There are three RFQ categories: College and Career Readiness; Social, Emotional, Behavioral and Family Support; and Expanded Learning Opportunities. Please have the provider email Isabel.Munoz-Colon@seattle.gov (Elementary RFI) or Kathryn.Aisenberg@seattle.gov (Middle and High School RFIs) to access the appropriate RFQ form. OFE will review the provider's submitted RFQ when we review your school's RFI in January 2013. If your school is selected to receive Levy funding, but the RFQ for your provider is not approved, then we will ask your school to submit a revised annotated budget.

12. Are you required to use a Community Based Organization (CBO)?

A: There are points in the RFI allocated for quality community partnerships. Schools do not have to use Levy funds to contract with a community partners. Many schools already have CBOs providing services such as expanded learning opportunities or social and emotional support. If these services are going to be leveraged to meet your outcome or indicator targets and are not funded with Levy dollars, schools should still discuss these CBO partnerships in their RFI and specify the leveraged funding to support this work in Attachment 10: Annotated Budget.

City of Seattle Office for Education
Families and Education Levy

**Round #1: School Innovation and Linkage
Requests for Investments Information Sessions
Questions and Answers**

March 2012

Note: The following questions and answers are from the Levy's first round of Request for Investment (RFI) Information Sessions held in March 2012. The answers apply to the current round of RFI investments as well.

GENERAL:

- 1. If a school wanted to add certificated staff using Levy funds, how much control would the school have over the hiring process? Would the school have to go through Seattle Public Schools' (SPS) displacement procedures to go through filling that position?**
A: City/Levy contracts do not trump the SPS' Collective Bargaining Agreements or personnel rules. Schools must go through whatever hiring process is in place. If you have further questions about this issue, schools should contact their Education Director and the district's HR department.
- 2. If a school is addressing a Key Component through other funding streams, is the school at a disadvantage for the RFI process?**
A: No.
- 3. Can you define "core courses"?**
A: Math, science, reading, writing, and social studies.
- 4. Can a school use data from prior years and prior schools for our current students to show improvement?**
A: Yes, that is an example of school-level data that a school might want to submit.

BUDGET/FUNDING:

- 5. If a school is awarded Levy funds for the 2012-2013 school years, how long will it receive funding?**
A: A school selected to receive Levy funding will continue to receive funds for the duration of the Levy (through school year 2018-2019) as long as it continues to meet its performance targets and make progress toward goals. Schools selected for Levy funding will have to complete a brief work plan every year but will not complete the same competitive RFI process they did to receive the funds the first time.

6. May a school create a position that is funded with Levy dollars that doesn't currently exist in one of the categories within the Collective Bargaining Agreement and have more flexibility in the hiring process?

A: If a school has needs for staff with higher qualifications or with very specific skill sets that are not offered by Seattle Public Schools, a school can work with their Education Director and the HR department to write a new job description.

7. Can Levy funds be used for tuition assistance for out-of-school time opportunities?

A: Schools may use tuition assistance as a strategy if they choose. Funds should be budgeted in a way to maximize positive results for focus students with a clear explanation of how the school plans to achieve those results described in their work plan.

8. Is it a legitimate expense to pay members of a student intervention team?

A: The Levy will not supplant school district funds. If intervention team members are currently paid out of district funds, you should not propose to switch that to the Levy.

9. If a school has an item that does not have a cost associated with it but is part of its strategy, should the school include it in its RFI?

A: Yes. In the work plan, there is a row for how a school is leveraging other funds.

10. How does performance pay work?

A: 25% of your entire budget will be performance pay. Performance pay is awarded for achieving the targets set out in a school's contract. Performance pay is not guaranteed and a school should plan accordingly in its proposed budget. However, performance pay is also on a sliding scale; the closer a school gets to reaching its targets, the higher percentage of its performance pay it will receive.

11. Do performance pay funds have to be spent in a certain year?

A: No, there is no time limit on using performance pay funds. A school could try to accrue its performance pay funds over multiple years if it chooses to do so.

COMMUNITY-BASED ORGANIZATIONS:

12. Does a school select a CBO or does the CBO select the school - or is it some combination?

A: The RFI should be submitted by the school and should reflect the strategies the school feels will best help it achieve positive outcomes for identified focus students. A school should start with its data and match the school's needs with the best services/providers to meet those needs. From there, the school should identify if there are CBOs that will help them achieve their student academic outcomes.

13. May a school use its performance pay to contract out with an organization that has not been approved through the RFQ process?

A: Yes.

DATA:

14. Do organizations qualified through the RFQ process have access to the data schools were provided through the RFI process?

A: No detailed school-level data has been published or distributed to organizations as a result of the Levy process. In fact, schools should be careful to ensure compliance with all data-sharing requirements if they want to share data with outside organizations.

ELEMENTARY:

15. Our school is not currently a WaKIDS site. Should our school build in any costs related to WaKIDS in our proposed budget?

A: Yes, schools should budget in their proposals the cost of administering WaKIDS. OFE is working with SPS, the Department of Early Learning, and the Office of the Superintendent of Public Instruction to determine whether there are other resources schools currently administering the WaKIDS assessment can access to defray the costs.

HIGH SCHOOL QUESTIONS AND DEFINITIONS

16. How are 9th graders defined? Is it determined by credits accumulated or by cohort?

A: The Levy is mostly interested in first-time 9th graders but current funds have been used to work with repeat 9th graders.